



Staff Performance Evaluation Plan Submission Coversheet

SY 2018-19

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:

Completion

In the chart below, please type the reference the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission.

School Corporation Name:	Tri-Creek School Corporation
School Corporation Number:	4645

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, principals and superintendents	5-8
Objective Measures of Student Achievement and Growth			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Objective measures of student achievement and growth significantly inform all certificated employees evaluations	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> Please indicate page numbers referencing the inclusion of objective measures of student achievement and growth in all certificated employee evaluations including but not limited to teachers, administrators, and superintendent 	7-11
<input type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	<ul style="list-style-type: none"> Please note that per 511 IAC 10-6-4(b)(1), Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8. For more information regarding IGM, click here. 	8
<input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	Examples include: <ul style="list-style-type: none"> Student Learning Objectives (SLOs), SMART goals Corporation- or classroom-level student learning measures for non-tested grades and subjects Other student learning measures for non-teaching staff School-wide learning measures (<i>e.g.</i>, A-F accountability grade) 	8
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> Observation rubrics - for all certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (<i>e.g.</i>, surveys) 	4, 10, 15-26

Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> Definition of performance categories Summative scoring process that yields placement into each performance category 	10-12
<input type="checkbox"/> A definition of negative impact for certificated staff with statewide assessments <input type="checkbox"/> A definition of negative impact for certificated staff without statewide assessments <input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> Definition of negative impact on student growth for grades and subjects measured <u>and</u> not measured by statewide assessments Description of the process for modifying a final summative rating for negative growth For more information regarding Negative Impact, click here. 	8, 9, 24-29
<input type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating	IC 20-28-11.5-4(c)(4)	<ul style="list-style-type: none"> Summative scoring process that yields placement into each performance category Process for scoring student learning measures Weighting (broken down by percentage) of all evaluation components 	4, 8, 15-29
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	<ul style="list-style-type: none"> Process and timeline for delivering feedback on evaluations Process for linking evaluation results with professional development 	12, 30
Evaluation Plan Discussion			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	<ul style="list-style-type: none"> Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one 	13

Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> • Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators 	13
<input type="checkbox"/> Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> • Description of who will serve as evaluators • Process for determining evaluators 	N/A
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	13
Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	12
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> • Remediation plan creation and timeframe • Process for linking evaluation results with professional development 	12,30
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	30
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	12, 31
Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	13
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	13



PERFORMANCE EVALUATION PLAN 2018-2019

Our Mission:

The Tri-Creek School Corporation and Community...

Engaged to Learn...Equipped to Achieve...Empowered to Succeed

Tri-Creek School Corporation

Professional Evaluation Plan

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Tri-Creek School Corporation - 2018-2019 Professional Evaluation Plan

Teacher evaluation improves teaching and as a result improves student learning.

Introduction:

The primary purpose of the Performance Evaluation Plan is to promote continuous improvement in instruction for each of our students. The Performance Evaluation Plan outlines the process and identifies the documents that will be used throughout the evaluation process.

Communication between teachers and evaluators is an essential component in the success of realizing continuous professional growth. This communication will identify the needs for individual and collective professional development programs, recognize high quality teaching performance, and inform recommendations related to current and future job status.

Definitions of Teacher Types:

- **A “Probationary” Teacher** is a teacher who:
 - Serves under a contract as a teacher in a public school corporation; and
 - Has not received a rating in an evaluation under IC 20-28-11.5; or
 - Earns a rating of ineffective in an evaluation under IC 20-28-11.5; or
 - Has not earned three (3) ratings in a five (5) year period of effective or highly effective in an evaluation under IC 20-28-11.5.
 - Was formerly a “Professional” Teacher who earned a rating of ineffective in an evaluation.
 - A teacher who earns a rating of ineffective or improvement necessary, as defined in I.C. 20-28-11.5, shall develop, in conjunction with the evaluator, a remediation plan (Appendix 1). The teacher shall have at most one semester, or up to ninety (90) school days if a semester is greater than 90 school days, to correct the deficiencies noted on the teacher’s completed Performance Evaluation Results Form as required in I.C. 20-28-22.5-6(b).
 - All newly hired teachers are “Probationary” Teachers.
- **A “Professional” Teacher** is a teacher who:
 - Serves under a contract as a teacher in a public school corporation; and
 - Earned a rating of effective or highly effective for at least three (3) years in a five (5) year or shorter period.
 - A “Professional” Teacher who receives a rating of ineffective in an evaluation shall be considered a probationary teacher.
- **An “Established” Teacher** is a teacher who was employed by the school corporation prior to July 1, 2011. The teacher is only “Established” in the corporation where they earned that status. A Teacher who moves to another corporation becomes a “Probationary” Teacher.

In order to accurately and effectively accommodate the changes in the Indiana State Standards, the corresponding assessments, and the other ongoing changes taking place at the state level, the TCSC will evaluate the process annually and make adaptations to the plan as we transition to

meet the state requirements and provide for accurate evaluations of certified employees. The evaluation plan will be considered in transition from 2014-2017.

1. How does the Evaluation plan work? Annual Evaluations for Certified Staff – Instructional Staff

Annually, each certified employee (teacher, counselor, administrator, etc.) will receive a rating of Highly Effective, Effective, Improvement Necessary, or Ineffective by the school principal. An effectiveness rating is based on Professional Practice and Student Achievement and Growth. Evaluations for each are based on the following:

Group	Evaluation Instrument	Domains	Instructional Practice	Student Performance	PGP Goals
Teachers	Marzano Art and Science of Teaching Teacher Evaluation	1: Classroom Strategies 2: Planning & Preparing 3: Reflecting on Teaching 4: Collegiality & Professionalism	80%	20%	
Counselors	RISE	1: Academic Achievement 2: Student Assistance Services 3: Career Development 4: Professional Leadership	80%	20%	
Media	Marzano Instructional Support Personnel (Non-Classroom)	1: Instructional Support Strategies 2: Planning & Preparing 3: Reflecting on Teaching 4: Collegiality & Professionalism	80%	20%	
Athletic Director	Locally developed based on National Athletic Director Program Standards	1: Purposeful Planning 2: Effective Instruction 3: Strategic Leadership 4: Collegiality & Professionalism	60%	20%	20%
Principals & Instructional Specialists	Marzano Leadership Evaluation	1: Data Driven Focus on Student Achievement 2: Continuous Improvement 3: A Guaranteed and Viable Curriculum 4: Cooperation and Collaboration 5: School Climate	60%	20%	20%
Superintendent	ISBA Superintendent Evaluation	1: Human Capital Management 2: Instructional Leadership 3: Personal Behavior 4: Building Relationships 5: Culture of Achievement 6: Organizational, Operational, & Resource Management	60%	20%	20%

2. What evidence will be collected to determine a teacher's effectiveness rating?

Evidence to determine a teacher's effectiveness rating comes from the following categories.

- Professional Practice (Instructional Practice and Professionalism)
- Student Achievement and Growth

A description of each category follows.

Professional Practice (Instructional Practice and Professionalism)

- Professional Practice consists of the four domains from Marzano's the Art and Science of Teaching Teacher Evaluation Model through iObservation: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism. Evidence is collected through classroom observations, observations outside the classroom, and artifacts. Because of the depth and breadth of the **iObservation** protocol (4 domains, 9 design questions, 60 elements), *focus elements* were identified to prioritize our classroom and observation efforts. All elements are now focus elements beginning in 2016-17.
 - Focus elements were chosen to align with Tri-Creek initiatives and Marzano's research about specific elements that are most essential for teacher evaluation.
 - Observers will not expect to see or score all focus elements during each informal or formal observation.
 - Please refer to your learning map for elements for focus elements.
 -
- *Focus elements* are identified as follows.
 - Domain 1: Classroom Strategies and Behaviors**
 - DQ1: Communicating Learning Goals and Feedback**
 - #1 – Providing Clear Learning Goals and Scales (Rubrics)
 - #2 – Tracking Student Progress
 - #3 – Celebrating Success
 - DQ6: Establishing Rules and Procedures**
 - #4 – Establishing Classroom Routines
 - #5 – Organizing the Physical Layout of the Classroom
 - DQ2: Helping Students Interact with New Knowledge**
 - #6 – Identifying Critical Information
 - #7 – Organizing Students to Interact with New Knowledge
 - #8 – Previewing New Content
 - #9 – Chunking Content in to "Digestible Bites"
 - #10 – Processing of New Information
 - #11 – Elaborating on New Information
 - #12 – Recording and Representing New Knowledge
 - #13 – Reflecting on Learning
 - DQ3: Helping Students Practice and Deepen New Knowledge**
 - #14 – Reviewing Content
 - #15 – Organizing Student to Practice and Deepen Knowledge
 - #16 – Using Homework
 - #17 – Examining Similarities and Differences
 - #18 – Examining Errors in Reasoning
 - #19 – Practicing Skills, Strategies, and Processes
 - #20 – Revising Knowledge
 - DQ6: Helping Students Generate and Test Hypotheses**
 - #21 – Organizing Students for Cognitively Complex Tasks

- #22 – Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- #23 – Providing Resources and Guidance

DQ5: Engaging Students

- #24 – Noticing When Students Are Not Engaged
- #25 – Using Academic Games
- #26 – Managing Response Rates
- #27 – Using Physical Movement
- #28 – Maintaining a Lively Pace
- #29 – Demonstrating Intensity and Enthusiasm
- #30 – Using Friendly Controversy
- #31 – Providing Opportunities for Students to Talk about Themselves
- #32 – Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

- #33 – Demonstrating “Withitness”
- #34 – Applying Consequences for Lack of Adherence to Rules and Procedures
- #35 – Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

- #36 – Using Students’ Interests and Background
- #37 – Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- #38 – Displaying Objectivity and Control

DQ9: Communicating High Expectations For All Students

- #39 – Demonstrating Value and Respect Low Expectancy Students *
- #40 – Asking Questions of Low Expectancy Students *
- #41 – Probing Incorrect Answers with Low Expectancy Students *

Domain 2: Planning and Preparing

- #42 – Effective Scaffolding of information with Lessons
- #43 – Lessons within Units
- #44 – Attention to Established Content Standards
- #45 – Use of Available Traditional Resources
- #46 – Use of Available Technology
- #49 – Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

- #50 – Identifying Areas of Pedagogical Strength and Weakness
- #51 – Evaluating the Effectiveness of Individual Lessons and Units
- #52 – Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Domain 4: Collegiality and Professionalism

- #55 – Promoting a Positive Environment with Colleagues
- #56 – Promoting Positive Interactions about Students and Parents
- #59 – Adhering to District and School Rule and Procedures
- #60 – Participating in District and School Initiatives

The following elements will be assessed as appropriate:

- #47 – Needs of English Language Learners
- #48 – Needs of Students Receiving Special Education
- #57 – Seeking Mentorship for Areas of Need or Interest
- #59 – Mentoring Other Teachers and Sharing Ideas and Strategies

3. Definition of Data types used in the Performance Evaluation Plan: Tier 1 assessments are to be used first, followed by Tier 2 and finally Tier 3.

Primary Assessments: *Must use ISTEP+ Individual Growth Measure (IGM) and it must carry more weight than other assessments. If IGM is not available, then use ISTEP+ performance.

Tier 1 Assessments are required standardized assessments, such as but not limited to ISTEP+, End of Course Assessments (ECA), and ISTAR.

Secondary Assessments:

Tier 2 Assessments are standardized assessments (NWEA, PLTW, CTE, SAT, PSAT, etc.).

Tier 3 Assessments are formative assessments or local assessments that are not standardized within large sample sizes but are standardized in terms of use within grade levels or subject areas within TCSC (Common assessments, common projects, ALEKS, IAKT, etc.)

Student Achievement and Growth

The overall determination for Student Achievement and Growth will be determined as follows:

Group	Primary Assessment– ISTEP+ IGM* / Student Performance	Secondary Assessment Tier 2	Secondary Assessment Tier 3	Report Card
Elementary				
Math and E/LA ISTEP+ Teachers Grades 4-5	ISTEP+ = 8%	NWEA = 7% Reading		5%
Math and E/LA ISTEP+ Teachers Grade 3	ISTEP+ = 8%	NWEA = 7% Reading		5%
Classroom Teachers Grades K-2		NWEA = 7.5% Math NWEA = 7.5% Reading		5%
Art, Music, PE Teachers K-5		NWEA = 15% Reading		5%
Title 1/Remediation Teachers	ISTEP+ = 8% Reading	NWEA = 7% Reading		5%
ELL Teacher	ISTEP+ = 8%	NWEA = 7% Reading		5%
Middle School				
Math and E/LA ISTEP+ Teachers, Remediation Teachers	ISTEP+ = 8%	NWEA = 7% Math or Reading		5%
Science Teachers	ISTEP+ Science = 8% Gr. 6	NWEA = 15% Gr. 7&8 Reading NWEA = 7% Gr. 6 Reading		5%
Social Studies Gr. 7	ISTEP+ = 8%	NWEA = 7% Reading		5%
Art, Music, PE, Health, Digital Literacy, Social Studies (gr. 6 & 8)		NWEA = 15% Reading		5%
Guidance Counselor			Kuder CCR plans = 15%	5%
ELL Teacher	ISTEP+ = 8%	NWEA = 7% Reading		5%
High School				
9 th & 10 th Grade ISTEP+ Math	ISTEP+ % Passing = 8%		IAKT (WC Rubric)= 7%	5%
9 th and 10 th Grade ISTEP+ Biology	ISTEP+ Bio = 8%		IAKT (WC Rubric)= 7%	5%
9 th and 10 th Grade ISTEP+ Science	ISTEP+ % Passing = 8%		IAKT (WC Rubric)= 7%	5%
Non-ISTEP subjects Grade 9-10	ISTEP+ E/LA = 8%		IAKT (WC Rubric)= 7%	5%
Grade 11 subjects except CTE			IAKT (WC Rubric)= 15%	5%
Grade 12 Subjects except CTE			IAKT (WC Rubric)= 15%	5%
CTE Teachers		Precision/ECA = 8% Performance/ Growth	IAKT (WC Rubric)= 7%	5%
Guidance Counselor			Honors Diplomas =7.5% CCR Plans=7.5%	5%
Media Specialist	ISTEP E/LA Passing = 15%			5%
ELL Teacher	ISTEP+ = 8%		IAKT (WC Rubric)= 7%	5%
Alt/OC Teacher			Writing (CB) = 15%	5%

****NWEA comparisons will be fall to spring**

Scoring Ranges

ISTEP+ Individual Growth Model (IGM) Gr. 4-8	Non-ISTEP+ Growth Measures Gr. K-11
<p>Must use this as the primary assessment and must be higher than any other performance measure per Indiana State Board of Education</p> <p>HE (4) – Teachers whose students have a median growth score that with statistical certainty falls at or above 65 E (3) – Teachers whose students have a median growth score that with statistical certainty falls at or above 50 but below 65 NI (2) – Teachers whose students have a median growth score that with statistical certainty falls below 50 but above 34 IE (1) – Teachers whose students have a median growth score that with statistical certainty falls at or below 34</p> <p>Negative Impact: (The state will define Negative Impact)</p> <p>Statistical certainty indicates the Median Standard Error is considered in the determination of the final growth measure. Standard error is 1.25.</p> <p>Upper Bound of Median: Median+Standard Error Lower Bound of Median: Median-Standard Error</p> <p>The score ranges are determined by the IDOE. TCSC score ranges will reflect the IDOE ranges.</p>	<p>HE (4) – 65% of students demonstrated expected growth E (3) – 50-64% of students demonstrated expected growth NI (2) – 35-49% of students demonstrated expected growth IE (1) – 34% and less students demonstrated expected growth</p> <p>Negative Impact: 34% and below demonstrated expected growth</p>
ISTEP+ Performance Gr. 3 and Gr. 6-10	CTE Performance/ IAKTS (End of Qtr 2-End of Qtr 4)
<p>Percent of students passing: HE(4) – +5% or more above state average E(3) – at the state average (0-+4% or 0- -4%) NI(2) – -5%- -9% below the state average IE (1) – -10% or more below the state average **This year to determine baseline</p> <p>Negative Impact: Percent of students scoring -30% (below the state average).</p>	<p>HE(4) – 86% and above passing/proficient or grown 2 levels E(3) – 75-85% passing/proficient or grown 1 level NI(2) – 55-74% passing/proficient or shown no growth IE (1) – 54% and below passing</p> <p>Negative Impact: Less than 30% of students passed the Exam</p>
Student Learning Objectives	Student Learning Objectives
<p>Percent of Graduating seniors earned Honors Diplomas</p> <p>HE(4) – 50% and above achieved goal E(3) – 40-49% achieved goal NI(2) – 30-39% achieved goal IE(1) – 20-29% achieved goal</p> <p>Negative Impact: Less than 20% achieved goal</p>	<p>Completed CCR Plans and pathways</p> <p>HE(4) – 95% and above achieved goal E(3) – 90-94% achieved goal NI(2) – 85-89% achieved goal IE (1) – 80-84% and below achieved goal</p> <p>Negative Impact: Less than 75% completion</p>

4. How are educator's evaluation accountability links created?

- a. Students must have 162 days of school attendance for their scores to count.
- b. Teachers assigned to multiple schools will have accountability linked to the school in which they spend the greatest amount of time with the same group of students.
- c. E/LA and Math students will be assigned to teacher(s) who provide instruction in those subjects.
- d. Title 1/Remediation/RTI Teachers will be linked to their students. Students must be assigned to the program for 9 consecutive weeks or more to be counted.
- e. Credit recovery will not be assigned for accountability.
- f. Teachers with semester courses will have students from 2nd semester linked to their accountability.
- g. Teachers teaching multiple subjects will have their student rosters linked to them.
- h. Opportunity Center and Alternative School students are required to be on the roster 9 consecutive weeks or more for accountability for the Alternative Programs Teacher.
- i. Students placed in the Opportunity Center or Alternative School program for less than 9 consecutive weeks, but who are not in regular class attendance for 162 days will not count toward the classroom teacher's accountability.
- j. All classes will receive their points based on the scoring ranges and then the points will be averaged. Negative impact will not be determined based on one class, but rather the overall score. If every class is different grade or subject, then Negative Impact will be determined based on the majority of students and their assessment scores. If there are multiple assessments for those students, negative impact will be determined by the assessment with the highest accountability percentage.

5. What is Negative Impact as defined by the Indiana Department of Education?

In order to receive a designation of a teacher that "Negatively Impacts Student Learning," as defined by the Indiana Department of Education, the teacher must meet the following two criteria based on:

- A. Low student proficiency or achievement on ISTEP+ (passing percentage)
- B. Minimum number of students displaying low growth from the previous test administration of the ISTEP+

6. What is Negative Impact for a teacher as defined by Tri-Creek?

The designation of Negative Impact at the local level will be determined by criteria consistent with the system used by the IDOE to the degree possible. Because many Student Achievement and Growth Measures in non-ISTEP+ subjects are not normed at a state or national level, and are not linked to growth targets that are statistically generated through complex calculations, the use of growth as criteria for Negative Impact is not always possible. See the chart for Scoring Ranges that will identify Negative Impact for various groups.

- A. Low student proficiency on approved Student Achievement Measures or low growth during the school year (as determined by Primary or Secondary Measures)
- B. Guidance Counselors Negative Impact will be based on percent completion of College and Career Readiness Plans, Pathways, and Honors Diplomas.

7. What is Negative Impact for an administrator as defined by Tri-Creek?

The designation of Negative Impact for an administrator at the local level is defined by the school/district report card. A designation of F will be defined as Negative Impact. Additionally, an administrator with a school or district report card of a C or below will not receive a summative rating above Effective.

8. How is the Designation of Negative Impact applied to a teacher's or administrator's summative rating?

If a teacher has been determined (by IDOE or local definition) to have a Negative Impact on Student Learning the teacher or administrator will be placed on a Plan of Assistance. See appendix for the plan.

- 9. Per Indiana Code 20-28-11.5-4© (6):** *Teachers who negatively affect student achievement and growth cannot receive a rating of highly effective or effective.* These teachers rated HE or E will have their summative rating drop to Needs Improvement. Teachers rated NI will have their summative rating dropped to Ineffective.

10. How will an effectiveness rating be determined from the evidence in iObservation?

After all informal and formal observations for the semester are completed, element scores will be averaged for each domain, with scores at *Innovating* receiving 4 points, *Applying*- 3 points, *Developing* - 2 points, *Beginning* -1 point, and *Not Using* - 0 points. Domains are weighted to emphasize Classroom Strategies and Behaviors.

- Domain weights in **iObservation** will be as follows:
 - Domain 1: Classroom Strategies and Behaviors – 68%
 - Domain 2: Planning and Preparing – 12%
 - Domain 3: Reflecting on Teaching – 8%
 - Domain 4: Collegiality and Professionalism – 12%

- Scores for effectiveness rating are listed below:

Score Range	iObservation Rating	TCSC Rating	State Rating
Less than 2.0	Beginning	Ineffective	Ineffective
2.0-2.49	Developing	Needs Improvement	Needs Improvement
2.5-2.99	Applying	Effective - Developing	Effective
3.0-3.49	Applying	Effective - Proficient	Effective
3.5and above	Innovating	Highly Effective	Highly Effective

- *There is no “quota” or expectation that a given number of teachers will be scored in any given category!*

11. What is the difference between a Highly Effective and Effective Teacher?

Highly Effective	Effective - Proficient	Efficient - Developing
Adapts and creates new strategies for unique student needs and situations. High student achievement and growth as defined in this document. Using substantive and perceptive reflections, the teacher adapts and creates new strategies for his/her instructional practices. The teacher engages in positive and collaborative professional interactions. The teacher pursues, and assumes leadership roles in school, district, and professional development activities.	Engages students in the strategy and monitors the extent to which it produces the desired outcomes. Average student achievement and growth as defined in this document. The teacher accurately reflects on their instruction consistently. The teacher interacts with colleagues in a positive manner. The teacher actively participates in school and district events and engages in professional development.	Engages students in the strategy and monitors less than 50% the extent to which it produces the desired outcomes. Average student achievement and/or lower growth as defined in this document The teacher reflects on their instruction when asked The teacher interacts with colleagues mostly in a positive manner. The teacher participates in school events and professional development. There is inconsistency in most areas.

12. How is the overall score with both Professional Practice and Student Achievement and Growth determined?

The overall teacher effectiveness rating is based on 80% Professional Practice from the 4 Domains and 20% on Student Achievement and Growth. Administrators will be assessed with 20% on Student Achievement and Growth based on the School Report Card. As the School Report Card information is not received from the IDOE until the fall of the following year, the overall teacher rating will not be determined until the fall of the subsequent year. The score for effectiveness will be as follows:

Score Range	iObservation Rating	TCSC Rating	State Rating per IC 20-28-11.5
Less than 2.0	Beginning	Ineffective	Ineffective
2.0-2.49	Developing	Needs Improvement	Needs Improvement
2.5-2.99	Applying	Effective - Developing	Effective
3.0-3.49	Applying	Effective - Proficient	Effective
3.5 and above	Innovating	Highly Effective	Highly Effective

When will a teacher be evaluated?

- A minimum of three informal observations and one formal observation per school year. **All observations will be unannounced.** A typical cycle would be for the formal observation to occur in second semester. Exceptions to the timing may be made for FMLA situations.
 - During the first semester, a videotape **may** be submitted by the teacher to substitute for one of the informal observations. This will allow the observer and the teacher to review and rate the video side by side, and allow for immediate feedback.
 - Observations and evaluations need to be scheduled far in advance for a teacher going on FMLA. However unexpected illnesses do occur. Reminder, if the teacher does not get their formal and informal observations completed and/or does not have 120 days, s/he will not receive a raise for the following year nor be eligible for the performance grant.
- Teachers with a previous year instructional practice rating of 3.5 or above will have one less informal observation. Teachers with an instructional practice rating of 3.75 or above will have two less informal observations.
- **A pilot group of teachers with high instructional practice ratings as identified above will be selected to pilot the revised evaluation instrument developed by Robert Marzano.**
- Teachers will be notified who their evaluator is during the first two weeks of school.
- All observations will be used for accountability and effectiveness ratings for the 2015-2016 year.
- All employees will receive completed evaluation and documented feedback within seven business days from the completion of the summary evaluation.
- An attempt will be made not to conduct formal evaluations during the last week of each semester.

Informal Classroom Observations

Informal classroom observations are unscheduled and inform the effectiveness rating. The observer will be in the classroom collecting evidence of instructional practice. During the observation the observer can collect student and teacher evidence for any of the elements of the nine “Design Questions.” After the observation, observers may request artifacts and/or schedule a time to meet within **seven** business days following the informal observation. Teachers will view the evidence collected and may request evidence be added or removed. The observer will review the request and make a determination. The evaluator will address deficiencies when a teacher receives a rating of Improvement Necessary or Ineffective through the collaboration tool in iObservation. In addition, the evaluator or teacher may request a face-to-face meeting to discuss the rating.

Observations outside the classroom

Teachers can be observed in settings outside the classroom setting. Examples of observations outside the classroom setting can include a teacher mentoring another teacher, a teacher receiving mentoring, participation in professional learning communities, staff meetings, or parent meetings.

Artifacts

To glean a better understanding of the breadth and depth of a teacher's work, artifacts can be submitted by the teacher or requested by the observer/evaluator conveying the range of classroom strategies and behaviors, planning and preparation, reflecting on teaching, or demonstrating collegiality and professionalism. Artifacts can include but are not limited to, lesson plans, assignments, scoring rubrics, student work, reflections, meeting agendas and minutes, documented improvement plan and monitoring, documentation of professional development attended or delivered, documentation of adherence to corporation and school rules and procedures, and documentation of participation in corporation and school initiatives.

13. How will a teacher receive their annual evaluation?

A teacher will receive a tentative final evaluation rating and evidence prior to the evaluation conference with the Principal. The evaluator will meet with the employee within **seven** business days following the final observation to discuss the evaluation. During the conference, the evaluator shall review the rating and evidence with the teacher and provide the teacher time to respond with additional evidence and questions.

Following the evaluation conference, the evaluator shall validate the rating or modify the rating based on additional evidence and information from the evaluation conference within **seven** business days. Teachers have access to the email copy of the evaluation in iObservation. A Tri-Creek Evaluation Form will be provided to the teacher following the evaluation conference that will carry the signatures of the principal and teacher indicating completion of the formal evaluation. The teacher may reply, in writing, within **seven** business days if desired. Such replies shall be included in personnel records along with the completed evaluation. The final evaluation for the year will be provided following the inclusion of the school report card.

Note: Teachers rated ineffective may request a private meeting with the Superintendent within **five** business days of receipt of the final evaluation copy. See Written Request for Private Conference Form in Appendix.

14. What if an intervention is necessary?

Any time during a school year there may be administrative concerns about a teacher in the elements of professional practice including classroom strategies and behaviors, planning and preparing, reflecting on teaching, and collegiality and professionalism; or student achievement and growth. To address concerns, an intervention/improvement plan will be implemented immediately and results will inform the effectiveness the rating

When a concern is identified, an Intervention Conference will convene. The teacher and administrator will meet to review the concern. The administrator will state the concern and supporting evidence and provide time for the teacher to respond. If deemed appropriate, an intervention plan will be implemented to address the concern. An intervention plan will include goals, strategies, evidence needed and timeline, including a progress monitoring conference schedule. Evidence of goal attainment can include but is not limited to classroom observations, student achievement and growth data, observations outside the classroom, and artifacts. Per IC 20-20-11.5-6(b), ***the remediation plan shall be not more than 90 days in length to correct the deficiencies noted in the evaluation.*** Professional Development opportunities tied to the teacher goal will carry professional growth points for teacher renewal.

15. How are teacher observations and the summary evaluation tied to professional development?

Teachers have access to the video library within iObservation to address deficiencies on any element or to work toward higher levels within each element. Additionally, evaluators have access to iObservation Academy which provides lessons addressing each element. New Teachers will be provided professional development on the iObservation tool, domains, and elements through iObservation Academy throughout the year. Each teacher will also receive individual coaching by their principal on elements and goals selected by the teacher and evaluator.

16. How will the evaluation plan be explained?

The evaluation plan will be discussed with the Tri-Creek Teachers Organization and then explained to the Board of School Trustees in a public meeting prior to any evaluations being conducted in accordance with IC 20-28-11.5-4(1) and (2).

17. Who can become an observer/evaluator?

Observers include administrators and certified staff who have been approved by the Superintendent or designee. Observers must be trained in Dr. Robert Marzano's Causal Teacher Evaluation Model. Training may be conducted by certified trainers of the model, in-house trainer, or through completion of the iObservation Academy and Fidelity modules. On-going training will be provided monthly utilizing the Fidelity module to ensure inter-rater reliability between administrators and consistency over time.

18. How will situations be avoided where a student would be instructed for two consecutive years by two ineffective teachers?

To avoid situations where a student would be instructed for two consecutive years by two ineffective teachers, the Principal will review student lists and identify those who were instructed by an ineffective teacher. The identified student(s) will be placed in the classroom of a teacher who has not received an ineffective rating the previous year.

In the event a student is placed in the classroom of a teacher who has been rated ineffective for the second year in a row, the parents will be informed in a certified manner before the school year begins.

SUPERINTENDENT EVALUATION FRAMEWORK

LEADERSHIP OUTCOMES (60%):

Effectiveness Rubric (60%): This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric.

Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

STUDENT LEARNING DATA (20%):

Accountability A-F Grade (20%): The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement.

A-F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1

Negative Impact is an F on the Accountability District A-F Grade.

SUPERINTENDENT GOALS/OBJECTIVES (20%):

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 20% of the superintendent's comprehensive rating.

The guidelines for Superintendent Goals/Objectives are as follows:

1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

COMPUTING THE SCORE:

	Raw Score	x	Weight	=	SCORE
Rubric Rating	3		0.60		1.8
+ Accountability A-F Grade	4		0.20		.8
+ Superintendent Goals/Objective Rating	4		0.20		.8
			Comprehensive Effectiveness Rating		3.4

SCALE

	Categories			
	Ineffective	Improvement Necessary	Effective	Highly Effective
Points*	1.0	2.5	3.0	3.5
				4.0

**Tri-Creek School Corporation
Performance Evaluation Plan
Appendix**

Appendix A

Name: _____ School/Department: _____

Present Assignment: _____ Total Years in Present Assignment: _____

Total Years Experience: _____ Total Years in TCSC: _____

School Year: _____

Conferences:

Date of initial conference: _____

Signatures: _____ Supervisor _____ Administrator

Date of mid-year conference/checkpoint: _____

Signatures: _____ Supervisor _____ Administrator

Date of reflection conference: _____

Signatures: _____ Supervisor _____ Administrator

Directions:

- Write **one Cultural and two Academic SMART goals/desired outcomes**
 - Specific, Measurable, Attainable, Realistic, Timely
- Goals must be collaboratively set by administrator and evaluator and approved by Superintendent
- Academic goals must be based on student learning measures (student data)
- Academic goals may be growth/improvement or achievement
- Academic goals may be based on whole school or subgroup populations
- Goals may be district or school based
- Construct a growth plan.
- Determine one or more ways in which evidence of success will be collected and documented.
- The goal is to be aligned with the district goals and/or the Leadership Categories.
- It is the administrator's responsibility to contact the superintendent when he/she is ready to conference as outlined in the flowchart.

Administrative PGP Rubric (If close to goal and all activities completed, may receive 2.5)

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Exceeds two or more Leadership Goals	Meets all Leadership goals, may exceed one.	Meets two of the Leadership Goals.	Meets one or less of the Leadership Goals.

Administrative Academic Goals:

This is an opportunity for administrators to focus on student learning beyond the state mandated assessments. This component allows a principal to set two academic goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc.

Some possible student learning data sources or areas a principal may set goals around include: iRead 3, WIDA, ISTAR, NWEA, common assessments in subject areas, AP data, the SAT Suite of assessments, industry certification assessments, dual credit achievement, or graduation rate. Others may be used as long as they allow for the guidelines to be met.

Elementary / Middle School Examples:

- At least 20 out of 35 ELL students in grades 3-5 will increase one or more proficiency levels on the WIDA assessment.
- The bottom 24% of grade 6-8 students, based on the previous year's ISTEP+ scores, will increase their ISTEP+ E/LA passing rates by 10% from 35% to 45% passing.
- 70% of K-2 students will score a proficient or above on the NWEA.

High School Examples:

- The percentage of AP students scoring a 3,4, or 5 on any AP test will increase from 45% last year to 60% this year.
- The bottom 25% of 10th grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of career and technical students gaining career-ready certificates from 15-30 by the end of the school year.

Administrative Culture Goals:

This is an opportunity to focus on aspects of the school/district culture. Examples of data sources that may be considered include: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

The Athletic Director will have two culture goals and one academic goal.

**SMART
Goal#1:**

**Strategy
A:**

Activities	Timeline	Progress Monitoring	Resources & Support Person(s)

**Strategy
B:**

Activities	Timeline	Progress Monitoring	Resources & Support Person(s)

**Strategy
C:**

Activities	Timeline	Progress Monitoring	Resources & Support Person(s)

SMART Goal**#2:** _____**Strategy****A:** _____

Activities	Timeline	Progress Monitoring	Resources & Support Person(s)

Strategy**B:** _____

Activities	Timeline	Progress Monitoring	Resources & Support Person(s)

Strategy**C:** _____

Activities	Timeline	Progress Monitoring	Resources & Support Person(s)

SMART Goal**#3:** _____**Strategy****A:** _____

Activities	Timeline	Progress Monitoring	Resources & Support Person(s)

Strategy**B:** _____

Activities	Timeline	Progress Monitoring	Resources & Support Person(s)

Strategy**C:** _____

Activities	Timeline	Progress Monitoring	Resources & Support Person(s)

Appendix B

Administrative Mid-Year Review Date: _____

Administrators Name: _____ Supervisors Name: _____

SMART

Goal: _____

1. What progress has been made toward your goal?

2. What challenges have you faced reaching your goal?

3. What modifications need to be made for the last part of the year?

4. What support is needed?

5. Additional Reflections:

Administrator Signature

Evaluator Signature

Appendix C

Administrative Summative Reflection and Review

Date: _____

Administrators Name: _____ Supervisors Name: _____

SMART

Goal:

1. Describe the attainment of your goal (Provide quantitative data of attainment and narrative analysis):
2. What learning occurred that impacts your leadership?
3. Additional Reflections
4. Evaluator Feedback:

Administrator Signature

Evaluator Signature

Appendix D

TCSC Administrator Evaluation Summary

Review Period:

Employee:

Position/Job Title:

Site:

Supervisor:

Administrator Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Ratings: 3.5-4 – HE 3-3.49 – E – Proficient 2.5-2.99 – E - Developing 2.0-2.49 – NI 1.0-1.99 – IE

Final Score: _____

Final Rating: _____

Professional Growth Plan Goals or Student Learning Objectives: 20% Score/Rating

4 = Exceeds all goals 3 = Meets all goals, may exceed one 2 = Meets two of the goals 1 = Meets one or less of the goals

Goal (Goals are to be SMART goals)	4	3	2	1	Measures
•					Based on student learning measures, academic achievement and growth
•					
•					

Performance Factors: 20% Score/Rating

Student Performance	Score		Scale
School Report Card			A – HE – 3.6-5.0 B – E – 2.5-3.5 C – NI – 2.0-2.49 D – IE – 1.0-1.99 F - IE – Below 1.0 and F = Negative Impact

Leadership Evaluation Model: 60% Score/Rating (Same scale as overall rating)

Domain	Score	Percent	Final Score	Comments
1. Data Driven Focus on Student Achievement				
2. Continuous Improvement				
3. A Guaranteed and Viable Curriculum				
4. Cooperation and Collaboration				
5. School Climate				

****An administrator with a Performance Rating of C or below cannot receive a Summative Rating higher than Effective.**

Appendix E

TCSC Superintendent Evaluation Summary

Review Period:

Employee:

Position/Job Title:

Site:

Supervisor:

Administrator Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Ratings: 3.5-4 – HE 3-3.49 – E – Proficient 2.5-2.99 – E - Developing 2.0-2.49 – NI 1.0-1.99 – IE

Final Score: _____

Final Rating: _____

Professional Growth Plan Goals or Student Learning Objectives: 20% Score/Rating

4 = Exceeds all goals 3 = Meets all goals, may exceed one 2 = Meets two of the goals 1 = Meets one or less of the goals

Goal (Goals are to be SMART goals)	4	3	2	1	Measures
•					Based on student learning measures, academic achievement and growth
•					
•					

Performance Factors: 20% Score/Rating

Student Performance	Score		Scale
School Report Card			A – HE – 3.6-5.0 B – E – 2.5-3.5 C – NI – 2.0-2.49 D – IE – 1.0-1.99 F - IE – Below 1.0 and F = Negative Impact

Leadership Evaluation Model: 60% Score/Rating (Same scale as overall rating)

Domain	Score	Percent	Final Score	Comments
1. Human Capital Management				
2. Instructional Leadership				
3. Personal Behavior				
4. Building Relationships				
5. Culture of Achievement				
6. Organizational, Operational, & Resource Management				

****An administrator with a Performance Rating of C or below cannot receive a Summative Rating higher than Effective.**

Appendix F

TCSC Athletic Director Evaluation Summary

Review Period:

Employee:

Position/Job Title:

Site:

Supervisor:

Administrator Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Ratings: 3.5-4 – HE 3-3.49 – E – Proficient 2.5-2.99 – E - Developing 2.0-2.49 – NI 1.0-1.99 – IE

Final Score: _____

Final Rating: _____

Professional Growth Plan Goals or Student Learning Objectives: 20% Score/Rating

4 = Exceeds all goals 3 = Meets all goals, may exceed one 2 = Meets half the goals 1 = Meets less than half the goals

Goal (Goals are to be SMART goals)	4	3	2	1	Measures
•					Based on student learning measures, academic achievement and growth
•					
•					

Performance Factors: 20% Score/Rating

Student Performance	Score		Scale
School Report Card			A – HE – 3.6-5.0 B – E – 2.5-3.5 C – NI – 2.0-2.49 D – IE – 1.0-1.99 F - IE – Below 2.0

Leadership Evaluation Model: 60% Score/Rating (Same scale as overall rating)

Domain	Score	Percent	Final Score	Comments
1. 1: Purposeful Planning				
2. 2: Effective Instruction				
3. 3: Strategic Leadership				
4. 4: Collegiality & Professionalism				

- **Athletic Director – Negative Impact – IHSA Sportsmanship Rating below 90 points**

Appendix G

TCSC Teacher Evaluation Summary

Review Period:

Employee:

Position/Job Title:

Department:

Site:

Supervisor:

Teacher Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Ratings: 3.5-4 – HE 3-3.49 – E – Proficient 2.5-2.99 – E - Developing 2.0-2.49 – NI 1.0-1.99 – IE

FINAL SCORE: _____ **FINAL RATING:** _____

Performance Factors: 20% Score/Rating (Students must have 162 days school attendance for their scores to count)

Student Performance	Score	%	Final Score	Scale
% Student Passing ISTEP+				Percent of students passing: HE(4) – +5% or more above state average E(3) – at the state average (0-+4% or 0- -4%) NI(2) – -5%- -9% below the state average IE (1) – -10% or more below the state average **This year to determine baseline Negative Impact: Percent scoring -30% below state average.
Individual Growth Measure IGM Elementary/Middle NWEA High School				65% or higher growth = 4.0 50-64% growth = 3.0 35-49% growth = 2.0 34% or less = 1.0 Negative Impact: 34% and below growth
CTE				HE(4) – 90% and above passing/proficient or grown 2 levels E(3) – 80-89% passing/proficient or grown 1 level IN(2) – 60-79% passing/proficient or shown no growth IE (1) – 59% and below passing Negative Impact: Less than 30% of students passed the Exam
IAKT (WC Rubric)				Same as CTE
School Report Card		5%		

Teacher Evaluation Model: 80% Score/Rating (Same scale as overall rating)

Domain	Score	Percent	Final Score	Comments
1. Classroom Strategies				
2. Planning and Preparing				
3. Reflecting on Teaching				
4. Collegiality and Professionalism				

Appendix H

TCSC Guidance Counselor Evaluation Summary

Review Period:

Employee:

Position/Job Title:

Department:

Site:

Supervisor:

Teacher Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Ratings: 3.5-4 – HE 3-3.49 – E – Proficient 2.5-2.99 – E - Developing 2.0-2.49 – NI 1.0-1.99 – IE

FINAL SCORE: _____ **FINAL RATING:** _____

Performance Factors: 20% Score/Rating (Students must have 162 days school attendance for their scores to count)

Student Performance	Score	%	Final Score	Scale
Middle School: % completion of CCR Plans in Kuder		15%		95+% = 4.0 90-94% = 3.0 85-89% = 2.0 80-84% = 1.0 Negative Impact = 75% or less passing
High School: % graduating seniors earning an Honors Diploma		7.5%		50% or higher growth = 4.0 40-49% growth = 3.0 30-39% growth = 2.0 20% or less = 1.0 Negative Impact: Less than 20%
High School: % completion of CCR Plans and Pathways in Naviance		7.5%		95+% = 4.0 90-94% = 3.0 85-89% = 2.0 80-84% = 1.0 Negative Impact = 75% or less passing
School Report Card		5%		

Teacher Evaluation Model: 80% Score/Rating (Same scale as overall rating)

Domain	Score	Percent	Final Score	Comments
1. Academic Achievement				
2. Student Assistance Services				
3. Career Development				
4. Professional Leadership				

Appendix I

TCSC Non-Classroom Support Evaluation Summary

Review Period:

Employee:

Position/Job Title:

Department:

Site:

Supervisor:

Teacher Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Ratings: 3.5-4 – HE 3-3.49 – E – Proficient 2.5-2.99 – E - Developing 2.0-2.49 – NI 1.0-1.99 – IE

FINAL SCORE: _____ **FINAL RATING:** _____

Performance Factors: 20% Score/Rating (Students must have 162 days school attendance for their scores to count)

Student Performance	Score	%	Final Score	Scale
Individual Growth Measure High School Media Specialist: % school wide students passing NWEA Reading		15%		65% or higher growth = 4.0 50-64% growth = 3.0 35-49% growth = 2.0 34% or less = 1.0 Negative Impact: 34% and below growth
School Report Card		5%		

Teacher Evaluation Model: 80% Score/Rating (Same scale as overall rating)

Domain	Score	Percent	Final Score	Comments
1. Instructional Support Strategies				
2. Planning & Preparing				
3. Reflecting on Teaching				
4. Collegiality & Professionalism				

Appendix J

Tri-Creek School Corporation

Plan of Assistance for *Needs Improvement* OR *Ineffective* Performance Levels

Teacher _____

Type of Assistance Plan (Please highlight) ***Improvement Necessary*** ***Ineffective***

If a teacher's summary performance level is ***Improvement Necessary*** or ***Ineffective***, the evaluator will meet with the teacher to determine a plan of assistance.

A plan of assistance shall be established between the evaluator and the teacher to include the following:

Plan Components	Action
1. Review the specific performance expectation(s) not being met that applies to the performance expectation(s) not being met. The elements, problem, incident(s), or situation requiring improvement should be specifically identified.	
2. Adjust the teacher and student observation/evidence timeline as needed to improve the level of performance.	
3. Working with your administrator and using data from the Informal and Formal Observations and Teacher Evaluation Elements, identify a professional growth goal. Be sure to specifically align your goal with the Teacher Evaluation Instrument. Goals may be added as identified and required by the building administrator due to the rating.	
4. Develop a plan of action to improve the goal(s) area with specific and measurable steps (describe who must do what, by when, to what extent). Action steps must be identified for each goal.	Action Step 1: Action Step 2:
5. Determine a system for monitoring the teacher's plan of assistance with benchmarks to assess your progress every 30 days (for a total of 90 days maximum). Include supportive data you will use to ensure progress at each benchmark. Also include evidence on how you will know when your goal has been met. Benchmarks, supportive data and evidence are to be provided for each action step.	30 Day Benchmark: ____/____/____ Evidence Supportive Data: 60 Day Benchmark: ____/____/____ Evidence Supportive Data: 90 Day Benchmark: ____/____/____ Evidence Supportive Data:
6. Determine the use of the teacher's license renewal credits to be used for professional development to implement the plan of assistance.	
7. Determine the date of the mid-year conference	

If the evaluator and the teacher cannot jointly establish the Plan of Assistance, the administrator shall do so unilaterally. The evaluator shall monitor the teacher's progress in following the plan and hold a conference with the teacher. At this conference, the evaluator will:

If the status is *Improvement Necessary* – make a judgment as to whether the teacher has progressed to a performance level of *Effective* or *Highly Effective* or will be required to have a plan of assistance for either *Improvement Necessary* or *Ineffective*.

If the status is *Ineffective* – make a judgment as to whether the teacher will be recommended for renewal or non-renewal or be required to have a plan of assistance for either *Improvement Necessary* or *Ineffective*.

Whenever a teacher is required to have a Plan of Assistance, the building principal will inform the Superintendent.

Appendix K

Tri-Creek School Corporation

Teacher Evaluation Plan - Written Request for Private Conference for rating of Needs Improvement or Ineffective.

Indiana Code 20-28-11.5-6 (c.) states the following:

*A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than **five (5) days** after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or the superintendent's designee.*

Teacher's name: _____ Date: _____

Building: _____

Date Ineffective rating was received in writing: _____

I am requesting a private conference with the superintendent.

Reason for Request: _____

Evidence to support request: _____

Teacher's Signature: _____

Superintendent (or designee) Section: (check one option)

____ Private conference granted

Date of private conference: _____

____ Private conference not granted

Reason: _____

Recommendation: _____

Superintendent's (or designee's) Signature: _____ Date: _____

Rubrics for the Individual Assessment of Knowledge and Thinking (IAKTS)

The NTN Written Communication Rubric has three components: 1. Development (What is the evidence that the student can develop ideas?, 2. Organization (What is the evidence that the student can organize and structure ideas for effective communication?, and 3. Language and Conventions (What is the evidence that the student can use language skillfully to communicate ideas? The rubric has been modified for accountability purposes to use only the Development portion of the rubric.

NTN Written Communication Rubric, Grades 9 -10

The ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

	EMERGING	E/ D	DEVELOPING	D /P	PROFICIENT	P/ A	ADVANCED 12 Grade Proficient
DEVELOPMENT <i>What is the evidence that the student can develop ideas?</i>	<ul style="list-style-type: none"> Does not explain background or context of topic/issue Controlling idea* is unclear or not evident throughout the writing Ideas and evidence are underdeveloped 		<ul style="list-style-type: none"> Provides a cursory or partial explanation of background and context of topic/issue Controlling idea* is present but unevenly addressed throughout the writing Ideas and evidence are somewhat developed 		<ul style="list-style-type: none"> Addresses appropriate background and context of topic/issue Controlling idea* is presented clearly throughout the writing Ideas and evidence are developed 		<ul style="list-style-type: none"> Explains appropriate background and context of topic/issue Controlling idea* is consistently maintained throughout the writing Ideas and evidence are developed

NTN Written Communication Rubric, Grades 11-12

The ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

	EMERGING	E/ D	DEVELOPING	D /P	PROFICIENT College Ready	P/ A	ADVANCED College Level
DEVELOPMENT <i>What is the evidence that the student can develop ideas?</i>	<ul style="list-style-type: none"> Does not explain background or context of topic/issue Controlling idea* is unclear or not evident throughout the writing Ideas and evidence are underdeveloped 		<ul style="list-style-type: none"> Provides a cursory or partial explanation of background and context of topic/issue Controlling idea* is evident but unevenly addressed throughout the writing Ideas and evidence are somewhat developed 		<ul style="list-style-type: none"> Explains appropriate background and context of topic/issue Controlling idea* is consistently maintained throughout the writing Ideas and evidence are developed 		<ul style="list-style-type: none"> Thoroughly explains appropriate background and context of topic/issue Controlling idea* is clearly and consistently communicated throughout the writing Ideas and evidence are thoroughly developed and elaborated

*Controlling idea may refer to a thesis, argument, topic, or main idea, depending on the type of writing

**E.g. accurate use of scientific/technical terms, quantitative data, and visual representations in science; use of multiple representations in math.

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Tri-Creek School Corporation
Performance Evaluation Plan
Athletic Director

TCSC Athletic Director Performance Evaluation Rubric

Domain 1: Purposeful Planning

Athletic Directors work in collaboration with the school principal and district to develop a rigorous sports curriculum relevant for all student athletes.

1.1	Demonstrating knowledge of resources, both within and beyond the school and district.		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Shows evidence of resources available to students and parents and actively seeks out new resources from a wide range of sources to enrich the school's program.	Shows evidence of resources available for students and parents in the school, in other schools in the district, and in the larger community to enrich the school's program	Shows evidence of resources available to students and parents in the school, to enrich the school's program.	Demonstrates little or no knowledge of resources available for students and teachers in the school, and in the larger community to enrich the school's program.

1.2	Developing and implementing a plan to evaluate the athletic program.		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. The Athletic Director proactively responds to the evidence of the evaluation.	Evaluation plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Evaluation plan exists for the athletic program but there is no collection of evidence to indicate goals have been met.	There is little to no plan to evaluate the athletic program and there is resistance to suggestions that such an evaluation is important.

1.3	Establishing and maintaining athletic procedures		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Athletic program routines and procedures (for example: team expectations and policies, student and parent forms, etc.) are seamless in their operation. The Athletic Director establishes, develops, communicates, and enforces coaching procedures.	Athletic program routines and procedures (for example: team expectations and policies, student and parent forms, etc.) have been established and function smoothly. The Athletic Director communicates coaching procedures.	Athletic program routines and procedures (for example: team expectations and policies, student and parent forms, etc.) are inconsistently established resulting in inconsistent functionality. There is very little communication with coaches regarding procedures.	Athletic program routines and procedures (for example: team expectations and policies, student and parent forms, etc.) are either non-existent or inefficient, resulting in general confusion. There is no communication with coaches regarding procedures.

1.4	Organize event environment.		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
The Athletic Director makes highly effective use of event environment, resulting in a safe environment with clear signage, excellent traffic flow, and adequate space.	Athletic Director makes effective use of the event environment, resulting in a safe environment with clear signage, excellent traffic flow, and adequate space	Athletic Director makes adequate use of the event environment resulting in a mix adequate safety, signage, traffic flow, and space useage.	Athletic Director makes poor use of the event environment, resulting in poor traffic flow, confusing signage, general confusion and an unsafe physical space.

1.5	Responsible for the oversight of the athletic facilities and the safety of student-athletes.		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>The Athletic Director actively reviews the state of athletic facilities and condition of equipment.</p> <p>There is a plan in place for replacement and upgrade of facilities and equipment.</p> <p>There is constant monitoring of the safety of student athletes.</p>	<p>The Athletic Director routinely checks athletic facilities and equipment.</p> <p>There is a plan in place for replacement and upgrade of facilities and equipment.</p> <p>There is monitoring of student safety.</p>	<p>The Athletic Director intermittently checks athletic facilities and equipment.</p> <p>There is an incomplete plan for replacement and upgrade of facilities and equipment.</p> <p>There is intermittent monitoring of student safety.</p>	<p>The Athletic Director only checks athletic facilities and equipment when something is reported to be wrong.</p> <p>There is no plan for replacement and upgrade of facilities and equipment. It is reactionary.</p> <p>Student safety is dealt with in a reactionary mode.</p>

Domain 2: Effective Instruction

Athletic Director works collaboratively with building administrators and classroom teachers, facilitates student-athlete academic progress so that all students have the opportunity to excel. The Athletic Director fosters a climate of urgency and expectation around achievement, excellence and respect.

2.1	Creating an environment conducive to learning		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Interactions among the athletic director, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the athletic director, students, and the classroom teachers, are polite and respectful reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the athletic director, students, and the classroom teachers are generally positive and respectful and appropriate to the learning needs of students.	Interactions between the athletic director, students, and the classroom teachers are negative, inappropriate, or insensitive to students.

2.2 Engage students in academic importance			
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>The Athletic Director is highly effective in engaging students about the importance of academic success.</p> <p>All student athletes are actively engaged in grade monitoring by the athletic program. Data is kept on student athlete academics.</p> <p>The Athletic Director routinely engages in conversations with student athletes about their grades.</p> <p>The Athletic Director routinely provides recognition to students about their grades.</p>	<p>The Athletic Director is effective at engaging students about the importance of academic success.</p> <p>All student athletes are actively engaged in grade monitoring by the athletic program.</p> <p>The Athletic Director meets regularly with staff who are charged with monitoring student grades.</p>	<p>The Athletic Director is inconsistently effective at engaging students about the importance of academic success.</p> <p>The Athletic Director meets with staff regarding student grades.</p>	<p>The Athletic Director is ineffective at engaging students about the importance of academic success.</p> <p>The Athletic Director never communicates with student grade monitors.</p>

2.3 Develop and Implement Academic Support Programs			
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>A highly effective student academic support structure is in place for student athletes, based on academic data.</p> <p>All coaches have a support program in place for their students and are monitoring student academic success.</p> <p>Coaches evaluations are aligned to academic support.</p> <p>Student athlete leaders develop and implement academic support for their peers.</p>	<p>Student academic support structures are in place for student athletes.</p> <p>All Coaches have a support program in place for their students' academic success.</p>	<p>Student academic support structures are in place for student athletes.</p> <p>Some coaches have a support program in place for their students' academic success.</p>	<p>No student academic support structures are in place for student athletes.</p>

2.4 Assisting students in the use of athletic training program.			
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>The Athletic Director proactively initiates educational sessions to assist students and coaches in the use of the athletic training program and staff.</p> <p>The Athletic Director meets weekly to discuss current issues with athletic trainers.</p>	<p>The Athletic Director plans educational sessions to assist students and coaches in the use of the athletic training program and staff.</p> <p>The Athletic Director meets monthly with the athletic training staff to discuss current issues.</p>	<p>The Athletic Director plans educational sessions to assist students and coaches in the use of the athletic training program and staff.</p> <p>The Athletic Director meets monthly with the athletic training staff to discuss current issues.</p>	<p>The Athletic Director leaves the athletic training program to act on its own with no leadership provided.</p> <p>The Athletic Director meets with the athletic training staff upon their initiation.</p>

2.5	Collaborating with coaching staff in the design of the athletic program.		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>The Athletic Director initiates collaboration with coaches in the design of the program.</p> <p>The Athletic Director meets more than once a year with the coaching staff to discuss program direction.</p>	<p>The Athletic Director initiates collaboration with coaches in the design of the program.</p> <p>The Athletic Director meets annually with the coaching staff to discuss program direction.</p>	<p>The Athletic Director collaborates with coaches in the design of the program when initiated from others or when an issue arises.</p> <p>The Athletic Director meets with the coaching staff to discuss program direction with requested.</p>	<p>The Athletic Director declines to collaborate with coaches.</p>

Domain 3: Strategic Leadership

Athletic Director develops and sustains the intense energy and leadership within their school community to ensure program success.

3.1	Establishing and successfully implementing goals for the athletic program appropriate to the setting and the students served.		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>Goals for the athletic program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.</p> <p>The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</p>	<p>Goals for the athletic program are clear and appropriate to the situation in the school and to the age of the students.</p> <p>The goals for the program is communicated with appropriate stakeholders</p>	<p>Goals for the athletic program have been developed. Some may be appropriate to situation or the age of the students.</p> <p>The goals for the program are available when requested.</p>	<p>There are no clear goals for the athletic program or they are inappropriate to either the situation in the school or the age of the students.</p>

3.2	Develops, implements, and promotes a mission and vision that clearly defines the athletic program.		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>Articulates and instills long-term vision while maintaining day-to-day operations of the Athletic Department.</p>	<p>Provides staff information regarding long-term vision while maintaining day-to-day operations of the Athletic Department.</p>	<p>Very little discussion of long-term vision but maintains day-to-day operations of the Athletic Department</p>	<p>No communication of long-term vision, and day-to-day operations of the Athletic Department are not running smoothly.</p>

3.2	Contribute to school culture.		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>The Athletic Director seeks out leadership roles within the school and district, aimed at improving school efforts.</p> <p>The Athletic Director goes above and beyond in dedicating</p>	<p>The Athletic Director seeks out leadership roles within the school, and contributes ideas and expertise aimed at improving school efforts.</p>	<p>The Athletic Director contributes ideas and expertise aimed at improving school efforts when asked.</p> <p>The Athletic Director dedicates time, when needed or asked,</p>	<p>The Athletic Director does not contribute ideas aimed at improving school efforts.</p> <p>Little or no time outside of school is dedicated to</p>

time for students and peers outside of school.	The Athletic Director dedicates time for students and peers outside of school.	to helping students and peers outside of school.	helping students and peers.
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3.3 Establishing, evaluating, and maintaining athletic procedures in regards to staffing, student or parent volunteers.			
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>The Athletic Director works with building and district leadership to ensure that district procedures are always followed when hiring quality staff and obtaining volunteers.</p> <p>References are always called.</p> <p>Background checks are always conducted.</p> <p>Paperwork is always submitted to personnel prior to employment or volunteer service is initiated.</p>	<p>The Athletic Director works with building and district leadership to ensure that district procedures are followed when hiring quality staff and obtaining volunteers.</p> <p>References are called.</p> <p>Background checks are conducted.</p> <p>Paperwork is submitted to personnel prior to employment or volunteer service is initiated.</p>	<p>The Athletic Director works with building and district leadership to ensure that district procedures are followed when hiring quality staff and obtaining volunteers.</p> <p>Procedures are inconsistent:</p> <p>References are sometimes called.</p> <p>Background checks are conducted when reminded.</p> <p>Paperwork is sometimes provided to personnel prior to employment or volunteer service is initiated.</p>	<p>The Athletic Director fails to work with building and district leadership to ensure that district procedures are always followed when hiring quality staff and obtaining volunteers.</p> <p>References are not called.</p> <p>Background checks are not conducted.</p> <p>Paperwork is not submitted to personnel prior to employment or volunteer service is initiated.</p>

3.4 Communication and Accountability			
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>Communicates proactively with the administration and board informing them on issues, needs and operations of the Athletic Department.</p> <p>Establish, develop, and enforce procedures, eligibility, and code of conduct for student athletes/parents.</p>	<p>Communicates with the administration and board informing them on issues, needs and operations of the Athletic Department.</p> <p>Communicates procedures, eligibility, and code of conduct for student athletes/parents.</p>	<p>Very little discussion with the administration and board informing them on issues, needs and operations of the Athletic Department.</p> <p>Very little communication regarding procedures, eligibility, and code of conduct for student athletes/parents.</p>	<p>No communication with the administration and board informing them on issues, needs and operations of the Athletic Department.</p> <p>No communication regarding, eligibility, and code of conduct for student athletes/parents.</p>

3.5 Advocate for the students, program, school, and district			
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>The Athletic Director displays commitment to the students, district and school, as well as to the athletic program.</p> <p>The Athletic Director always speaks positively about the district and school.</p> <p>The Athletic Director routinely accepts opportunities to speak</p>	<p>The Athletic Director displays commitment to the students, district and school, as well as to the athletic program.</p> <p>The Athletic Director speaks positively about the district and school.</p> <p>The Athletic Director routinely accepts opportunities to speak</p>	<p>The Athletic Director displays commitment to the students, school, as well as to the athletic program.</p> <p>The Athletic Director speaks positively about the school.</p> <p>The Athletic Director sometimes accepts opportunities to speak in the</p>	<p>The Athletic Director often fails to display commitment to the students, district and school, as well as to the athletic program.</p> <p>The Athletic Director speaks negatively in public about individual students, coaches,</p>

in the community, region, state or national level about the program and praises the students, district and school at every opportunity.	in the community and region about the program and praises the students, district and school at every opportunity.	community about the program, and sometimes praises the students or school.	teachers, administrators, or the district and school. The AD never accepts opportunities to speak in the community.
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3.6 Promotes student-athlete engagement in Leadership			
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Creates and implements student-athlete leadership development and training. Student-athletes develop and implement service within the athletic program, school, and community.	Offers student-athlete leadership training opportunities Student-athletes develop and implement service projects within the school.	Very little leadership development offered for student athletes. Student athletes seldom develop and implement service projects.	Student-athletes are not offered any type of leadership training. Student athletes do not develop or implement service projects.

3.7 Professional Development of Coaches			
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
The Athletic Director establishes, develops, communicates, and sets expectations for the development and training of coaches. Data is kept on professional development of coaches to ensure safety standards, skill development, and coaching strategies are continually enhanced.	The Athletic Director establishes, develops, communicates, and sets expectations for the development and training of coaches.	The Athletic Director provides limited development and training of coaches, beyond that required by the state.	The Athletic Director provides no development and training of coaches, beyond that required by the state.

3.8 Evaluation of Coaches and Staff			
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
The Athletic Director evaluates coaches and staff with honesty and integrity. The Athletic Director observes all coaches and staff and provides on-going feedback and coaching to them. The Athletic Director meets with the coaches for an annual evaluation review, creates an improvement plan when needed and recommends change when needed.	The Athletic Director evaluates coaches and staff with honesty and integrity. The Athletic Director observes coaches and staff and provides feedback and coaching to them. The Athletic Director meets with the coaches for an annual evaluation review, creates an improvement plan when needed and recommends change when needed.	The Athletic Director evaluates coaches and staff. The Athletic Director observes some coaches and staff. The Athletic Director meets with the coaches for an annual evaluation review, and provides limited improvement suggestions and recommends change when needed.	The Athletic Director fails to evaluate coaches and staff. The Athletic Director rarely meets with the coaches for an annual evaluation review. No improvement suggestions are made and no recommends for change are provided.

The Athletic Director aligns professional development to the evaluation.	The Athletic Director provides professional development as needed based on the evaluation.		
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Domain 4: Collegiality and Professionalism

Athletic Director develops and sustains a professional network to ensure personal professional growth and program advancement.

4.1	Demonstrating knowledge of literature and current trends in best practice regarding interscholastic athletics. Director must also seek ways to grow professionally at both the local and state level.			
Highly Effective (4)		Effective (3)	Needs Improvement (2)	Ineffective (1)
<p>Drawing on extensive professional resources, demonstrates rich understanding of literature and of current trends in athletic leadership.</p> <p>Seeks out and implements new trends and ideas for the Athletic Department.</p> <p>Maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.</p> <p>Not afraid to change things up to run the operation more smoothly and efficiently.</p> <p>Involved in school-wide development.</p>		<p>Demonstrates thorough knowledge of literature and of current trends in athletic leadership.</p> <p>Seeks out new trends and ideas for the Athletic Department.</p> <p>Maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.</p> <p>Will give input on school-wide issues.</p>	<p>Willing to look at new ideas and trends for the Athletic Department when mentioned by an outside party.</p> <p>Is knowledgeable about school-wide issues.</p>	<p>Athletic Director demonstrates little or no knowledge of literature and of current trends in practice and information technology.</p> <p>Does not engage in new ideas.</p> <p>Is not knowledgeable about school-wide issues.</p>

4.2	Collaboration with Peers			
Highly Effective (4)		Effective (3)	Needs Improvement (2)	Ineffective (1)
The Athletic Director goes above and beyond in seeking out opportunities to collaborate at the school, district, region, state and national levels.		The Athletic Director seeks out and participates in regular opportunities to work with and learn from others at the school and district levels.	The Athletic Director participates, when asked, to work with others at the school level.	The Athletic Director rarely or never participates in opportunities to work with others.
The Athletic Director coaches peers through difficult situations and takes on leadership roles within school and district collaborative groups		The Athletic Director asks for assistance when needed, and provides assistance to others in need.	The Athletic Director sometimes asks for assistance, and provides assistance when requested.	The Athletic Director works in isolation and is not a team player.

such as Professional Learning Communities or School Improvement Teams, District Strategic Core Team, or District Goal Teams.	The Athletic Director participates as a member in school collaborative groups such as Professional Learning Communities or School Improvement Teams.	The Athletic Director participates as a member of the Athletic Collaborative groups, but not within the larger school.	
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4.3	Participation in Local, Regional, State and National Programs		
Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
The Athletic Director improves the professional status and effectiveness of the position through active participation in local, regional, state, and national programs.	The Athletic Director improves the professional status and effectiveness of the position through active participation in local, regional and state programs.	The Athletic Director participates minimally in state programs, but more involvement in local and regional programs.	The Athletic Director does not have involvement in any outside programs.